



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12950 W. Varney Road, El Mirage, AZ 85335

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Patricia A Buck
Schedule : 07:30 AM to 04:30 PM
Grades : K-8
Web Address : www.dysart.org
Phone Number : (623) 876-7100
Fax Number : (623) 876-7137
E-mail : pbuck@dysart.org

Mission

Dysart Elementary is dedicated to the highest academic and behavioral standards while working cooperatively with parents and the community. Our goal is to provide every opportunity for students to reach their goals and dreams as successful citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students at Dysart Elementary School will gain at least one year growth in reading as measured by the Direct Reading Assessment.
- ü Teachers at Dysart Elementary School will ensure that all students are participating in literacy building activities at least 50% of the day.
- ü The students at Dysart Elementary School will demonstrate at least a one year growth in math as measured by the district adopted cumulative Houghton Mifflin math assessment.
- ü The students at Dysart Elementary School will demonstrate at least a 3 point gain on a writing sampled as measured by NWREL's Six-Trait Writing Rubric.

Enrollment

October 1, 2005 School Year Student Enrollment : 1511
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- Ü Core Knowledge
- Ü Zoo-phonics
- Ü Four Blocks Language Arts Instruction
- Ü SCORE
- Ü After-School Tutoring
- Ü Special Education Inclusion Program
- Ü LEXIA Individualized Reading Program
- Ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	4/25/2006

Shared Responsibilities

School

DES faculty and staff are to: maintain high academic and behavioral standards, promote and reinforce outstanding citizenship, initiate frequent parent contacts, maintain open lines of communication, and provide a safe learning environment.

Parents

Parents are to: send their children to school on time, every day, provide their children with uniforms and supplies, provide a quiet place for homework, attend all school programs and activities, and work cooperatively to solve problems.

Transportation Policy

Students living over one mile from the school are provided bus transportation. Special needs students who qualify may also ride the bus. Transportation Rules of Conduct are strictly enforced to ensure the safety of all students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Units published and presented for Core Knowledge	2006
Ü Westside Impact Grant recipients	2006
Ü Friends of Surprise Library 2500.00 Grant recipient	2006
Ü One of 5 District Teachers of the Year	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	159	1667	80010	99	98	99	442	442	447	8	11	10	21	20	18	58	57	53	12	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	841	38935	98	98	99	444	442	447	9	10	9	18	20	19	61	58	55	13	12	17
Male	77	817	40974	97	97	98	441	442	448	6	12	11	26	20	18	56	56	52	12	12	19
African American	16	154	4201	89	95	99	445	432	430	6	13	17	25	28	23	56	53	51	13	6	9
Hispanic	76	638	34545	97	97	99	435	429	432	9	15	14	25	25	24	57	55	53	9	5	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	470	474	NC	NA	4	NC	10	10	NC	67	50	NC	23	36
American Indian/Alaskan Native	NC	20	3979	NC	95	96	NC	441	424	NC	15	17	NC	5	30	NC	70	47	NC	10	6
White	56	796	35142	100	99	99	449	452	465	7	7	5	20	15	11	55	59	56	18	18	28
Students with Disabilities	13	182	10161	100	88	93	416	409	419	23	37	28	38	29	28	31	30	36	8	4	8
Students without Disabilities	146	1485	69849	99	100	100	445	446	451	7	7	7	20	19	17	61	61	56	12	13	19
Limited English Proficient Students	17	189	14013	94	95	97	417	412	413	18	24	24	29	36	34	53	38	39	NA	2	3
Migrant Students	--	10	603	--	100	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	97	833	39029	95	97	98	435	432	432	9	15	14	25	24	25	58	55	52	8	7	9
Non-Economically Disadvantaged	62	834	40981	100	100	100	453	452	462	6	7	6	16	16	13	60	60	54	18	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	1635	79438	96	96	98	450	451	451	10	9	9	19	24	24	64	58	56	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	827	38775	95	97	99	460	455	457	8	7	7	16	22	22	68	60	58	9	11	13
Male	74	799	40560	94	95	97	440	446	446	14	11	12	23	25	25	59	57	54	4	7	9
African American	16	151	4178	89	93	98	455	447	439	NA	8	13	19	26	29	81	62	52	NA	5	6
Hispanic	73	624	34297	94	95	98	442	433	434	14	14	14	26	33	31	56	50	50	4	4	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	484	475	NC	NA	3	NC	6	15	NC	71	63	NC	23	20
American Indian/Alaskan Native	NC	20	3940	NC	95	95	NC	452	429	NC	15	14	NC	10	36	NC	65	47	NC	10	3
White	54	781	34887	96	97	98	454	463	471	11	6	4	13	17	15	67	64	63	9	14	18
Students with Disabilities	NC	151	9588	NC	73	88	NC	417	416	NC	29	30	NC	33	32	NC	34	34	NC	4	5
Students without Disabilities	146	1484	69850	99	100	100	453	454	456	9	7	7	18	23	23	66	61	59	7	10	12
Limited English Proficient Students	16	184	13856	89	92	96	427	411	407	19	24	27	19	42	43	63	33	29	NA	1	1
Migrant Students	--	10	600	--	100	96	--	NA	418	--	NA	22	--	NA	38	--	NA	39	--	NA	2
Economically Disadvantaged	92	813	38685	90	94	97	443	438	435	13	13	14	21	30	32	62	52	50	4	6	5
Non-Economically Disadvantaged	62	822	40753	100	98	99	461	463	467	6	5	5	18	17	16	66	65	62	10	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	1679	79971	98	99	99	425	424	423	10	7	8	37	39	41	50	52	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	847	38974	96	99	99	444	440	437	6	4	5	26	31	33	67	62	57	1	3	4
Male	75	823	40895	95	98	98	404	409	410	15	10	10	48	47	47	32	42	41	5	1	2
African American	16	157	4203	89	97	99	429	419	411	6	8	11	31	45	45	63	46	43	NA	1	2
Hispanic	76	647	34481	97	99	99	419	414	410	13	9	10	36	45	46	47	45	43	4	1	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	451	449	NC	2	4	NC	23	28	NC	75	60	NC	NA	8
American Indian/Alaskan Native	NC	20	3995	NC	95	96	NC	440	409	NC	5	10	NC	25	47	NC	70	42	NC	NA	1
White	53	796	35150	95	99	99	426	432	437	9	6	5	42	35	35	45	57	56	4	3	5
Students with Disabilities	11	200	10258	85	97	94	376	367	377	18	25	23	73	55	51	9	19	25	NA	1	1
Students without Disabilities	145	1479	69713	99	99	100	429	432	429	10	5	5	34	37	39	53	57	52	3	2	3
Limited English Proficient Students	16	194	13985	89	97	97	402	392	382	19	13	18	44	57	54	38	30	27	NA	NA	0
Migrant Students	--	10	608	--	100	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	95	839	38994	93	97	98	416	417	409	16	9	10	35	44	47	46	46	41	3	1	1
Non-Economically Disadvantaged	61	840	40977	100	100	100	439	432	437	2	6	5	39	34	34	56	58	56	3	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	1491	80147	100	98	99	466	472	482	17	14	11	17	19	17	54	51	49	12	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	724	39281	100	98	99	472	473	483	12	12	9	16	19	17	56	53	50	15	16	24
Male	68	760	40780	100	98	98	460	472	482	22	15	12	18	19	17	51	48	48	9	18	24
African American	14	126	4249	100	98	99	448	464	464	14	13	17	29	23	22	57	56	48	NA	8	13
Hispanic	69	616	33494	100	96	99	462	461	466	17	18	15	23	24	23	48	47	49	12	11	14
Asian/Pacific Islander	NC	32	2103	NC	100	99	NC	482	515	NC	16	4	NC	16	8	NC	38	44	NC	31	45
American Indian/Alaskan Native	NC	18	4117	NC	95	96	NC	456	456	NC	33	19	NC	17	27	NC	28	46	NC	22	8
White	50	692	36122	100	99	99	486	484	501	10	10	5	4	14	10	68	54	50	18	23	35
Students with Disabilities	15	148	10295	100	84	92	441	436	443	40	40	33	13	22	26	47	35	33	NA	3	8
Students without Disabilities	126	1343	69852	100	100	100	469	476	488	14	11	7	17	18	16	55	52	51	13	18	26
Limited English Proficient Students	17	174	12722	100	93	97	432	437	441	29	33	27	35	34	33	35	29	37	NA	5	3
Migrant Students	--	12	622	--	100	97	--	436	454	--	50	19	--	17	30	--	25	43	--	8	8
Economically Disadvantaged	85	762	38371	98	95	97	453	461	465	21	19	15	21	24	23	52	45	49	6	12	13
Non-Economically Disadvantaged	56	729	41776	100	100	100	486	483	498	11	9	6	11	13	11	57	56	49	21	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	1476	79686	96	97	98	461	464	470	12	12	11	28	27	24	56	56	57	4	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	721	39163	100	98	99	466	469	475	10	9	9	22	25	22	64	60	60	4	6	10
Male	62	748	40438	91	96	97	455	460	465	15	14	13	35	28	25	47	53	54	3	5	7
African American	14	124	4228	100	97	98	449	462	458	14	8	15	29	29	28	57	60	53	NA	2	4
Hispanic	66	612	33299	99	95	98	455	451	452	14	18	17	35	32	32	45	48	47	6	2	3
Asian/Pacific Islander	NC	32	2097	NC	100	99	NC	460	490	NC	13	5	NC	25	13	NC	59	68	NC	3	14
American Indian/Alaskan Native	NC	18	4087	NC	95	96	NC	455	446	NC	22	16	NC	22	38	NC	56	44	NC	NA	2
White	47	683	35914	94	98	98	479	477	489	6	7	5	15	22	15	77	63	67	2	8	14
Students with Disabilities	NC	133	9808	NC	76	87	NC	431	432	NC	36	35	NC	31	32	NC	31	30	NC	2	3
Students without Disabilities	126	1343	69878	100	100	100	462	467	475	11	10	8	29	26	23	56	59	61	4	5	9
Limited English Proficient Students	16	173	12594	94	92	96	421	423	422	31	35	34	50	45	45	19	20	21	NA	NA	0
Migrant Students	--	12	611	--	100	95	--	426	439	--	42	22	--	25	39	--	33	37	--	NA	2
Economically Disadvantaged	83	759	38095	95	95	97	451	453	452	16	17	17	37	33	32	43	46	48	4	4	3
Non-Economically Disadvantaged	51	717	41591	98	100	99	478	477	486	6	7	6	14	20	16	76	67	65	4	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1514	80372	100	100	99	466	469	475	1	4	4	44	34	30	55	62	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	735	39452	100	100	99	478	481	488	NA	2	3	32	27	22	68	70	72	NA	1	3
Male	67	772	40836	99	99	98	453	459	464	1	5	6	58	40	37	40	55	56	NA	0	1
African American	14	129	4264	100	100	99	461	464	465	NA	3	5	50	38	35	50	57	59	NA	2	1
Hispanic	68	635	33608	100	99	99	462	462	462	1	6	6	44	36	36	54	58	57	NA	0	1
Asian/Pacific Islander	NC	32	2098	NC	100	99	NC	464	500	NC	6	2	NC	31	16	NC	59	75	NC	3	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	470	464	NC	NA	4	NC	42	39	NC	47	56	NC	11	1
White	50	692	36213	100	99	99	478	478	489	NA	2	2	38	30	22	62	67	72	NA	0	3
Students with Disabilities	15	173	10526	100	98	94	430	414	427	NA	14	15	87	66	53	13	18	31	NA	1	1
Students without Disabilities	125	1341	69846	100	100	100	470	476	482	1	2	3	39	29	26	60	68	69	NA	1	2
Limited English Proficient Students	17	182	12747	100	97	97	449	437	432	NA	9	12	65	54	52	35	36	36	NA	NA	0
Migrant Students	--	12	621	--	100	97	--	459	452	--	NA	9	--	58	40	--	42	51	--	NA	0
Economically Disadvantaged	84	786	38521	97	98	98	458	460	461	1	5	6	54	39	38	45	55	55	NA	1	1
Non-Economically Disadvantaged	56	728	41851	100	100	100	478	480	489	NA	2	3	30	27	22	70	70	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1478	79306	100	96	99	488	492	504	14	15	13	24	23	20	55	51	49	8	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	700	38845	100	96	99	493	494	505	12	13	11	19	24	20	63	51	50	6	11	18
Male	67	777	40383	100	97	98	485	491	504	16	17	14	27	22	19	48	50	47	9	11	19
African American	NC	139	4171	NC	97	98	NC	483	485	NC	13	20	NC	35	26	NC	47	44	NC	4	10
Hispanic	60	557	32673	100	95	99	481	480	487	22	22	18	22	27	25	50	44	46	7	7	10
Asian/Pacific Islander	NC	41	2147	NC	100	99	NC	518	539	NC	10	5	NC	17	10	NC	41	46	NC	32	40
American Indian/Alaskan Native	NC	18	4034	NC	100	97	NC	508	479	NC	11	22	NC	22	29	NC	44	43	NC	22	7
White	47	722	36234	100	97	99	498	502	523	4	10	6	23	19	13	64	57	52	9	14	28
Students with Disabilities	14	151	10286	100	75	91	451	455	462	50	46	41	21	23	27	29	30	27	NA	1	5
Students without Disabilities	105	1327	69020	100	99	100	493	496	510	10	11	9	24	23	18	58	53	52	9	12	21
Limited English Proficient Students	20	130	10291	100	89	96	465	455	458	45	42	38	10	34	34	40	22	26	5	3	2
Migrant Students	--	11	630	--	92	95	--	470	478	--	36	24	--	18	27	--	45	43	--	NA	6
Economically Disadvantaged	82	749	37437	100	94	97	485	482	486	17	22	19	26	26	26	50	44	46	7	8	9
Non-Economically Disadvantaged	37	729	41869	100	98	100	497	504	521	8	7	7	19	20	14	65	58	51	8	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1474	79000	95	96	98	475	483	489	10	10	10	32	27	24	56	58	58	3	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	705	38774	98	96	99	479	489	494	6	7	7	29	27	22	61	60	61	4	6	10
Male	62	768	40150	93	95	98	472	478	485	13	13	12	34	28	25	52	55	55	2	4	8
African American	NC	140	4153	NC	97	98	NC	475	476	NC	9	13	NC	36	30	NC	51	53	NC	4	4
Hispanic	55	547	32508	92	93	98	466	470	472	13	15	15	36	34	33	49	49	49	2	2	3
Asian/Pacific Islander	NC	41	2142	NC	100	99	NC	501	510	NC	5	4	NC	12	14	NC	71	67	NC	12	16
American Indian/Alaskan Native	NC	19	4016	NC	100	96	NC	502	467	NC	5	14	NC	21	37	NC	63	46	NC	11	2
White	46	726	36135	98	97	98	481	493	508	7	6	4	30	21	14	61	65	67	2	7	15
Students with Disabilities	NC	149	9991	NC	74	88	NC	445	449	NC	35	33	NC	33	36	NC	32	29	NC	1	2
Students without Disabilities	105	1325	69009	100	99	100	476	487	495	9	7	6	32	27	22	57	61	62	2	6	10
Limited English Proficient Students	17	129	10199	85	88	95	450	440	439	24	35	35	47	45	47	29	20	18	NA	NA	0
Migrant Students	--	11	629	--	92	95	--	445	457	--	36	22	--	36	41	--	27	37	--	NA	1
Economically Disadvantaged	79	743	37234	96	93	97	469	471	472	13	15	15	37	34	33	48	49	50	3	3	3
Non-Economically Disadvantaged	34	731	41766	92	99	99	487	495	505	3	5	5	21	21	16	74	66	65	3	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1526	79611	100	99	99	495	493	496	6	7	7	42	39	37	52	53	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	722	39016	100	99	99	515	506	511	2	5	4	31	31	29	67	63	66	NA	1	1
Male	67	803	40519	100	100	98	480	481	482	9	9	10	51	45	44	40	45	46	NA	0	0
African American	NC	141	4188	NC	98	98	NC	489	486	NC	8	9	NC	44	40	NC	48	50	NC	NA	0
Hispanic	60	584	32855	100	99	99	492	480	481	5	11	10	47	43	43	48	46	47	NA	0	0
Asian/Pacific Islander	NC	41	2149	NC	100	100	NC	506	519	NC	2	4	NC	32	24	NC	66	70	NC	NA	2
American Indian/Alaskan Native	NC	19	3992	NC	100	96	NC	503	478	NC	11	10	NC	21	46	NC	68	44	NC	NA	0
White	47	740	36380	100	99	99	496	503	511	9	5	4	36	35	30	55	60	65	NA	1	1
Students with Disabilities	14	200	10664	100	100	94	439	427	440	36	33	23	50	48	54	14	19	22	NA	1	1
Students without Disabilities	105	1326	68947	100	99	100	503	503	504	2	3	4	41	38	34	57	59	61	NA	0	1
Limited English Proficient Students	20	144	10362	100	99	97	469	441	438	10	24	22	60	56	57	30	21	21	NA	NA	NA
Migrant Students	--	12	636	--	100	96	--	476	467	--	8	14	--	58	47	--	33	38	--	NA	0
Economically Disadvantaged	82	783	37626	100	98	98	490	481	479	5	10	10	46	44	45	49	46	45	NA	0	0
Non-Economically Disadvantaged	37	743	41985	100	100	100	507	506	511	8	4	4	32	34	30	59	62	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1537	79327	97	98	98	485	507	518	33	22	19	30	23	20	36	46	46	1	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	740	38961	93	98	98	485	511	520	28	18	16	39	25	20	32	46	48	2	11	16
Male	80	787	40295	99	97	97	485	503	516	35	25	21	24	21	19	40	45	44	1	9	16
African American	11	161	4247	100	96	98	458	493	499	73	25	27	9	32	24	18	37	41	NA	7	8
Hispanic	76	605	32327	97	97	98	483	496	499	32	28	27	32	24	25	36	42	41	1	6	8
Asian/Pacific Islander	NC	45	1939	NC	100	99	NC	531	556	NC	11	6	NC	11	10	NC	58	47	NC	20	36
American Indian/Alaskan Native	NC	19	4391	NC	95	96	NC	481	489	NC	42	32	NC	26	27	NC	32	36	NC	NA	4
White	41	699	36373	95	98	98	495	519	538	22	15	10	34	21	14	44	51	52	NA	13	25
Students with Disabilities	15	142	9321	83	82	87	428	453	467	100	69	54	NA	14	22	NA	16	21	NA	1	3
Students without Disabilities	123	1395	70006	99	100	100	492	512	524	24	17	14	33	24	19	41	49	49	2	11	18
Limited English Proficient Students	14	126	9431	100	94	95	470	459	466	50	60	53	29	28	27	21	12	18	NA	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	92	767	37097	95	96	97	487	495	498	33	29	27	28	24	25	37	41	41	2	6	7
Non-Economically Disadvantaged	46	770	42230	100	100	99	480	518	535	33	14	11	33	21	15	35	51	50	NA	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	1527	79501	94	97	98	476	491	497	14	10	10	39	30	25	46	58	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	739	39062	92	98	99	484	498	502	11	7	8	39	28	23	50	61	64	NA	3	5
Male	76	779	40368	94	96	98	471	484	491	16	13	13	39	31	27	43	54	57	1	1	3
African American	11	164	4279	100	98	99	459	483	485	18	14	14	55	31	30	27	55	54	NA	NA	2
Hispanic	72	591	32389	92	95	98	479	479	478	15	14	16	33	37	34	51	48	48	NA	1	1
Asian/Pacific Islander	NC	44	1936	NC	98	99	NC	504	519	NC	5	3	NC	18	14	NC	73	73	NC	5	9
American Indian/Alaskan Native	NC	19	4401	NC	95	96	NC	459	473	NC	21	17	NC	47	40	NC	32	43	NC	NA	1
White	40	702	36446	93	98	99	478	503	516	13	6	4	45	24	15	40	66	73	3	4	7
Students with Disabilities	10	132	9411	56	76	88	NA	448	453	NA	40	36	NA	39	36	NA	20	26	NA	NA	1
Students without Disabilities	123	1395	70090	99	100	100	480	494	502	11	8	7	39	29	24	50	61	65	1	3	5
Limited English Proficient Students	13	121	9401	93	90	94	458	440	443	15	40	40	54	50	46	31	10	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	89	758	37183	92	94	97	477	480	479	13	15	16	34	34	34	53	50	49	NA	1	1
Non-Economically Disadvantaged	44	769	42318	98	100	99	474	501	513	16	6	5	50	25	17	32	65	70	2	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	1559	80000	96	99	99	536	557	564	2	4	3	20	11	11	75	79	75	2	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	750	39288	90	99	99	561	574	579	2	3	2	7	5	6	85	81	77	5	11	16
Male	81	801	40644	100	98	98	520	541	549	2	4	4	30	16	15	68	77	74	NA	3	7
African American	11	166	4307	100	99	99	495	552	551	9	4	4	45	13	13	45	76	75	NA	7	7
Hispanic	76	617	32672	97	99	99	537	544	548	3	5	4	22	13	14	74	78	76	1	4	6
Asian/Pacific Islander	NC	45	1945	NC	100	99	NC	571	592	NC	2	1	NC	9	4	NC	76	69	NC	13	25
American Indian/Alaskan Native	NC	19	4424	NC	95	97	NC	547	549	NC	5	3	NC	16	14	NC	79	77	NC	NA	5
White	40	706	36602	93	99	99	547	569	579	NA	2	2	13	8	7	83	80	75	5	9	16
Students with Disabilities	16	166	9919	89	95	93	466	480	505	6	13	9	69	43	35	25	43	54	NA	NA	2
Students without Disabilities	121	1393	70081	98	100	100	546	565	571	2	3	2	14	7	7	82	83	79	2	8	12
Limited English Proficient Students	14	132	9571	100	99	96	528	501	502	NA	9	10	36	31	29	64	60	60	NA	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	92	786	37534	95	98	98	540	545	547	2	5	4	23	15	15	72	76	76	3	5	5
Non-Economically Disadvantaged	45	773	42466	100	100	100	529	568	578	2	3	2	16	7	7	82	81	75	NA	9	16

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1370	78546	97	97	97	531	535	543	18	16	15	16	20	18	59	54	52	6	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	654	38645	98	97	98	520	538	545	22	14	13	26	19	18	46	56	54	6	10	15
Male	56	712	39792	97	96	97	542	533	542	14	18	17	7	21	17	71	52	50	7	10	15
African American	12	156	4205	100	97	97	512	520	524	25	21	22	25	24	22	50	53	49	NA	3	7
Hispanic	53	524	31177	98	96	97	518	520	524	25	25	22	21	24	23	51	47	48	4	4	7
Asian/Pacific Islander	NC	48	1940	NC	98	99	NC	560	580	NC	8	5	NC	8	9	NC	63	53	NC	21	33
American Indian/Alaskan Native	NC	14	4689	NC	78	95	NC	538	515	NC	14	28	NC	NA	25	NC	86	43	NC	NA	4
White	40	624	36450	98	97	97	554	550	563	8	8	7	10	17	12	70	58	57	13	17	23
Students with Disabilities	NC	120	8093	NC	73	82	NC	484	489	NC	52	50	NC	28	24	NC	19	23	NC	2	2
Students without Disabilities	101	1250	70453	100	100	100	536	540	549	14	13	11	16	19	17	63	57	56	7	11	16
Limited English Proficient Students	12	104	9323	92	93	94	489	482	491	58	59	47	25	25	28	17	16	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	82	701	34694	96	95	96	524	523	524	21	23	23	20	24	23	57	47	48	2	6	7
Non-Economically Disadvantaged	28	669	43852	100	99	99	551	548	559	11	9	10	7	16	13	64	60	56	18	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1381	79045	97	97	98	506	507	512	11	9	10	27	27	25	57	61	58	5	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	657	38860	98	97	98	500	514	519	11	6	7	33	23	22	50	66	62	6	5	8
Male	56	721	40075	97	97	97	512	500	505	11	12	12	21	30	28	64	56	54	4	2	6
African American	12	158	4250	100	98	98	481	498	500	8	8	12	67	35	31	25	56	54	NA	1	3
Hispanic	53	528	31314	98	97	98	494	493	493	13	13	16	34	35	34	49	50	48	4	2	2
Asian/Pacific Islander	NC	48	1949	NC	98	99	NC	522	536	NC	6	4	NC	15	15	NC	77	66	NC	2	15
American Indian/Alaskan Native	NC	15	4719	NC	83	96	NC	506	489	NC	13	15	NC	7	39	NC	73	45	NC	7	2
White	40	629	36730	98	98	98	529	520	532	8	5	4	10	20	16	75	70	68	8	6	12
Students with Disabilities	NC	132	8552	NC	80	87	NC	462	463	NC	36	35	NC	39	40	NC	24	23	NC	NA	1
Students without Disabilities	101	1249	70493	100	100	100	510	511	517	9	6	7	24	26	24	62	64	62	5	4	8
Limited English Proficient Students	12	108	9355	92	96	95	451	456	456	42	34	37	50	53	48	8	13	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	82	707	34922	96	96	96	499	495	493	13	13	15	28	32	34	56	52	48	2	2	3
Non-Economically Disadvantaged	28	674	44123	100	99	99	527	519	527	4	4	6	25	21	18	61	69	66	11	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	1404	79657	100	99	99	560	565	566	4	3	3	5	7	8	91	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	670	39120	100	99	99	572	582	580	NA	1	2	4	4	4	96	93	92	NA	2	2
Male	58	732	40423	100	99	98	550	550	553	7	5	5	7	10	12	86	85	83	NA	0	1
African American	12	161	4290	100	100	99	555	565	560	NA	2	4	NA	6	9	100	91	86	NA	1	1
Hispanic	54	541	31642	100	99	99	562	553	552	4	5	5	4	9	11	93	85	84	NA	0	0
Asian/Pacific Islander	NC	48	1948	NC	98	99	NC	574	589	NC	4	1	NC	4	3	NC	90	91	NC	2	4
American Indian/Alaskan Native	NC	17	4760	NC	94	97	NC	541	547	NC	6	5	NC	18	14	NC	76	81	NC	NA	0
White	41	635	36929	100	99	99	560	575	579	5	2	2	7	5	5	88	91	91	NA	2	2
Students with Disabilities	12	156	9069	100	95	92	503	499	508	8	15	11	25	25	30	67	60	58	NA	NA	1
Students without Disabilities	101	1248	70588	100	99	100	567	573	573	3	2	2	3	5	5	94	92	91	NA	1	1
Limited English Proficient Students	13	107	9521	100	96	96	515	505	507	8	11	13	15	25	24	77	64	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	85	726	35341	100	98	97	556	554	551	5	5	5	6	8	12	89	86	83	NA	0	0
Non-Economically Disadvantaged	28	678	44316	100	100	100	573	577	578	NA	2	2	4	5	5	96	91	90	NA	2	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1310	78400	99	96	97	537	546	554	25	22	21	29	21	19	41	50	47	5	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	656	38686	94	96	98	537	547	554	24	21	20	32	22	20	38	50	49	6	7	12
Male	54	649	39636	100	96	96	537	545	554	26	24	23	26	21	18	44	49	46	4	6	13
African American	12	140	4193	80	92	97	532	536	533	17	24	32	50	29	23	25	44	40	8	4	5
Hispanic	49	490	30732	100	96	97	532	532	534	29	30	31	29	23	24	39	44	40	4	3	5
Asian/Pacific Islander	NC	29	1827	NC	100	99	NC	590	594	NC	NA	8	NC	7	12	NC	69	49	NC	24	31
American Indian/Alaskan Native	NC	15	4536	NC	100	95	NC	517	528	NC	47	35	NC	27	25	NC	27	37	NC	NA	4
White	36	631	37038	100	97	97	550	558	575	19	16	11	22	19	14	53	55	56	6	10	19
Students with Disabilities	10	99	7840	100	72	81	NA	496	498	NA	63	60	NA	21	18	NA	15	20	NA	1	2
Students without Disabilities	94	1211	70560	99	99	99	542	550	560	21	19	17	29	21	19	45	52	50	5	7	14
Limited English Proficient Students	15	110	8956	94	92	95	504	494	502	67	68	56	13	17	25	20	14	18	NA	1	1
Migrant Students	--	13	676	--	93	95	--	504	523	--	54	38	--	23	25	--	23	36	--	NA	1
Economically Disadvantaged	61	637	33014	95	94	95	535	534	534	26	29	31	28	25	24	43	41	40	3	4	5
Non-Economically Disadvantaged	43	673	45386	100	99	99	541	557	569	23	16	15	30	17	15	40	57	52	7	9	18

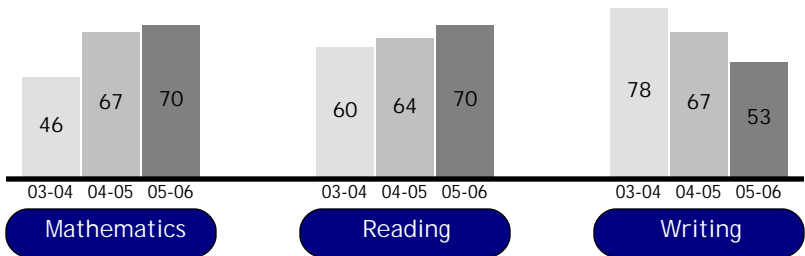
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1327	79179	98	98	98	510	512	519	10	11	11	34	29	27	55	58	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	664	38974	94	97	99	521	518	524	6	9	8	36	26	25	56	61	61	2	3	5
Male	53	658	40124	100	97	97	500	507	513	13	12	13	32	31	28	55	55	54	NA	2	4
African American	12	144	4243	80	94	98	512	505	506	NA	14	14	42	35	32	58	48	51	NA	3	3
Hispanic	49	495	30987	100	97	98	496	498	498	16	15	17	35	36	36	49	48	45	NA	1	1
Asian/Pacific Islander	NC	29	1832	NC	100	99	NC	543	543	NC	NA	4	NC	21	17	NC	66	69	NC	14	10
American Indian/Alaskan Native	NC	15	4573	NC	100	96	NC	493	494	NC	7	16	NC	60	41	NC	33	42	NC	NA	1
White	35	639	37467	100	98	98	531	524	539	6	8	5	26	21	17	66	68	70	3	3	8
Students with Disabilities	NC	113	8567	NC	82	88	NC	463	467	NC	43	39	NC	36	38	NC	19	22	NC	1	1
Students without Disabilities	94	1214	70612	99	100	99	513	517	524	9	8	7	34	28	25	56	62	62	1	2	5
Limited English Proficient Students	14	109	9013	88	91	95	458	459	461	43	39	40	50	51	48	7	10	12	NA	NA	0
Migrant Students	--	13	680	--	93	96	--	482	487	--	15	20	--	54	43	--	31	36	--	NA	1
Economically Disadvantaged	61	646	33345	95	95	96	501	501	499	13	15	17	39	36	36	46	47	46	2	2	1
Non-Economically Disadvantaged	42	681	45834	100	100	99	524	523	533	5	7	7	26	22	19	69	68	67	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1341	79734	97	99	99	567	555	554	3	3	3	6	18	19	90	80	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	668	39243	94	98	99	583	568	568	2	2	2	2	12	12	94	87	85	2	0	1
Male	52	669	40413	100	99	98	551	541	541	4	3	4	10	24	26	87	73	70	NA	NA	0
African American	12	145	4285	80	95	99	576	553	548	NA	3	3	8	18	22	92	79	74	NA	NA	0
Hispanic	49	504	31254	100	99	99	561	541	539	4	5	5	6	23	25	90	72	70	NA	NA	0
Asian/Pacific Islander	NC	29	1837	NC	100	99	NC	581	579	NC	NA	1	NC	7	9	NC	93	87	NC	NA	2
American Indian/Alaskan Native	NC	15	4613	NC	100	97	NC	541	535	NC	NA	4	NC	27	29	NC	73	67	NC	NA	0
White	34	644	37668	97	99	99	578	565	569	NA	1	1	6	13	13	91	85	85	3	0	1
Students with Disabilities	NC	131	8943	NC	95	92	NC	488	495	NC	11	11	NC	52	51	NC	37	38	NC	NA	1
Students without Disabilities	93	1210	70791	98	99	100	571	561	561	3	2	2	3	14	15	92	84	83	1	0	0
Limited English Proficient Students	14	116	9138	88	97	97	556	496	492	NA	12	13	21	44	46	79	44	40	NA	NA	NA
Migrant Students	--	14	687	--	100	97	--	499	528	--	14	6	--	29	28	--	57	65	--	NA	NA
Economically Disadvantaged	61	659	33718	95	97	97	569	542	538	2	4	5	7	23	26	90	72	69	2	0	0
Non-Economically Disadvantaged	41	682	46016	100	100	100	563	567	567	5	1	2	5	12	14	90	87	84	NA	0	1

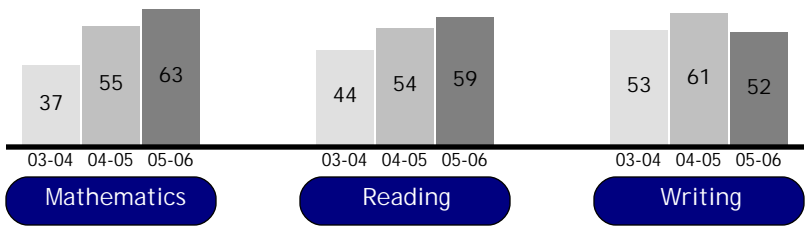
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

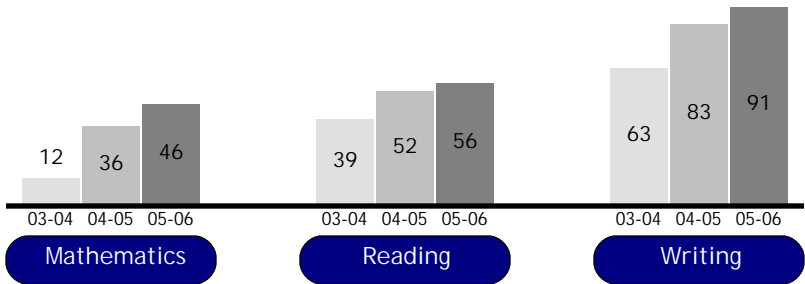
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	40	NA	58	98	40	--	47	100	41	46	46
	Language	100	33	35	50	98	38	--	47	100	35	46	48
	Mathematics	100	44	44	64	99	38	--	50	100	37	48	52
3	Reading	100	38	NA	55	100	42	--	44	97	41	43	46
	Language	100	41	50	61	100	41	--	44	100	39	43	46
	Mathematics	100	43	47	61	100	45	--	51	100	44	48	52
4	Reading	97	45	NA	56	97	41	--	48	95	43	48	52
	Language	100	42	41	52	97	38	--	49	100	44	48	52
	Mathematics	100	45	47	61	97	41	--	53	100	44	48	58
5	Reading	100	52	NA	55	99	38	--	50	95	44	50	56
	Language	99	40	39	49	99	36	--	50	100	44	48	54
	Mathematics	100	46	49	63	99	39	--	49	100	35	43	52
6	Reading	99	44	NA	56	98	43	--	51	94	37	50	56
	Language	100	31	36	48	98	37	--	47	99	27	43	50
	Mathematics	99	45	52	66	98	40	--	52	99	30	48	58
7	Reading	100	35	NA	54	100	35	--	50	98	48	50	54
	Language	100	36	44	58	100	43	--	52	100	52	54	58
	Mathematics	100	44	46	62	100	39	--	50	98	44	46	54
8	Reading	100	41	NA	55	100	43	--	51	100	50	52	58
	Language	100	38	40	52	100	42	--	50	100	52	52	56
	Mathematics	100	47	48	61	100	41	--	53	100	46	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- ü Student Discipline
- ü Tax Credit Approval
- ü School Safety Issues
- ü Student Activities/Clubs
- ü Parent/Educator Relations
- ü Character Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	62.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	25	4	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	0	0	1
10 or more years	2	9	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	274
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Science Labs
- ü Library
- ü 2 Internet Labs
- ü Two Wireless Laptop Labs

Extracurricular Activities

- ü MESA
- ü Super Saturday Math Club
- ü Student Council/NJHS/Academic Game Club
- ü Flag Football, Soccer, and Baseball
- ü Chorus/Art/Band
- ü Volleyball, Softball & Basketball, Socce
- ü Drama/Homework/Tutoring Clubs/Teen Group
- ü Cheerleading and Spirit Club

Social Services

- ü Counseling/Psychological Services
- ü School Resource Officer
- ü Social Worker/Sp. Ed. Social Worker
- ü Before/After School Child Care - Limited

Dysart Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Dysart Elementary School raised student achievement enough to become a Performing Plus school.
- ü Dysart Elementary School is participating in the Reading First Grant Initiative that was awarded to the district in order to raise reading achievement in kindergarten through third grade students.
- ü Dysart Elementary school was recognized as a Benchmark School for consistent gains in 8th grade achievement.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Each teacher develops and implements a class behavior management plan which is consistent with campus and district policies. A bully prevention program is being implemented as well as a character education program. Training for students is provided. Furthermore, students are educated on schoolwide behavior expectations that are positively reinforced daily. The entire DES staff has received intensive supplemental training on management and safety.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patti Buck	(623) 876-7100
Transportation Policy	Jane Fabrizius	(623) 876-7030
Community Resources	Cynthia Quintero	(623) 876-7100
School Nutrition Programs	Virginia Covasos	(623) 876-7122
Parent Organization	Donna Carr	(623) 876-7100
Student Health/Nurse	June Graeber	(623) 876-7100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.